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ABSTRACT

This report describes the planning process for the Export Academy at Eastern Michigan University, designed to prepare students for a Master of Arts degree combining export and trade studies with second language (French, German, Spanish). In 1989-91, the Academy prepared the proposal for the new Master's degree program and sponsored a series of export-related seminars on cross-cultural negotiation, cultural sensitivity toward the Japanese, potential export markets in Eastern Europe, export financing, German unification, changes in Europe in 1992, the United States-Canada free trade agreement, and government services available to export firms. The Academy also sponsored international outreach to Europe and Asia to permit project participants to contact university and government agencies abroad interested in contributing to further seminars. In 1991, the Master's program proposal was awaiting approval by the university. Appended materials include three reports evaluating the Master's program proposal and the program proposal. (MSE)

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Cover Sheet

Grantee Organization:

Eastern Michigan University
Department of Economics
Department of Foreign Languages and Bilingual Studies
Ypsilanti, MI 48197

Grant Number:

P-116B90845

Project Dates:

Starting Date: September 1, 1989
Ending Date: August 31, 1991
Number of Months: 24

Project Director:

Young-Iob Chung
Department of Economics
EMU
(313) 487-3395

FIPSE Program Officer:

Sandra Newkirk

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Year I $68,867
Year 2 $42, 265

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Summary

The establishment of the Export Academy at Eastern Michigan University will make it possible for future students to prepare an M.A. degree combining Export and Trade Studies with Foreign Language (French, German, Spanish). The Academy in 1989-1991 prepared the proposal for a new Masters program and sponsored a series of export-related seminars in 1990 and 1991, the subjects of which reflect its mission of training Americans to export better. The themes of cross-cultural negotiations, cultural sensitivity towards the Japanese, and potential export markets in Eastern Europe, export financing, German unification, Europe 1992, the U.S.-Canada Free Trade Agreement, and government services available to firms were chosen because of the perceived lack of ability of American businesses to comprehend other cultures, because of the severe trade imbalance , and because recent transformations in Europe and North America will have a significant impact on American exporters. The Academy also sponsored international outreach to Europe and Asia to permit project participants to contact university and governmental agencies abroad interested in contributing to further seminars at EMU. The M.A. program is awaiting University approval and we have signed an agreement with the Export Akademie of Baden-Württemburg to exchange students and professors and to develop a joint degree program.

Reports

E. L. Cerroni-Long
Department of Sociology andAnthropology—EMU
"Cultural Gates in International Trade (1990)"

Steven C. Hayworth
Department of Economics—EMU
"Export Opportunities for Midwest Industry in East Asia"

James S. Magee
Department of Political Science—EMU
"GATT's Uruguay Round Thus Far and the Japanese Problem"

Eija Maltasuo
Department of Economics—EMU
"Export Activity and Recent Developments in Europe"

Kemper Moreland
Associate Professor
Department of Economics
"The Educational Requirements of the Labor Force in Export-Related Industries"

Project Director

Young-Iob Chung
Department of Economics
Eastern Michigan University
Ypsilanti, MI 48197
(313) 487-3395

Executive Summary

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Establishment of an Export Academy for Careers in the American Export Industry

Grantee Organization:
Eastern Michigan University
Ypsilanti, MI 48197

Project Director:
Young-Iob Chung
Department of Economics
Eastern Michigan University
Ypsilanti, MI 48197
(313) 487-3395

A. Project Overview

Project began when John R. Hubbard and Young-Iob Chung had the idea to expand EMU's already significant offerings in language and business to establish at EMU a program similar to the one in Germany at Baden-Württemburg where advanced students as well as practitioners in the field are served. We met the project goals of proposing a new M.A. program and sponsoring professional export-related seminars. We will serve M.A. students in the future and we served the business, economic development, and academic communities in years 1 and 2 of funding

B. Purpose

The growth of a global economy has created a national demand for American managers and entrepreneurs who have the professional training, cultural sensitivity, geographical knowledge and functional language skills to compete successfully in world markets. The EMU Export Academy seeks to serve small and medium-sized businesses in Michigan which require the above training and knowledge to enter exporting and to prepare graduates qualified to assume leadership roles in such firms.

Despite being the third leading volume exporter among U.S. states, Michigan has but 2,000 companies which currently export. Education and awareness are cited as lacking and the Export Academy has embarked on its mission to reach firms and to change a somewhat narrow outlook into a global one.

C. Background and Origins

EMU has had for some ten years undergraduate and graduate programs combining the study of language and business. The climate on our campus for developing a new program in international studies is therefore good. The Economics department offers courses required of current students, but they saw the need of training

students more fully in the field of Export Economics. The language department is willing to offer suitable content-specific courses at the graduate level and was desirous of training more students in FL as opposed to ESL. No commitment has yet been received from EMU administrators to fund the new position in the Economics department that would be required for the implementation of the new M.A. program. Nothing *per se* but the willingness to fund needs to change. We sought and obtained considerable support from local governmental agencies in advertising our seminars (free mailing lists) and we were fortunate to be able to call on several professionals in the field of international trade who gave free seminars (consuls general, consultants, etc.)

D. Project Descriptions

Principal goals were to propose a new M.A. degree and conduct export-related seminars to train business people needing advice on exporting. Development of the degree program proceeded apace throughout the life of the project and we achieved our goal of having it ready for approval at the top levels of the University at this time. The Academy contracted with several academic professionals to produce papers on trade-related issues, the quality of which was very satisfying. We spent considerable time and effort organizing our trade-related seminars and used a Graduate Assistant's time (20 hours per week) almost exclusively in this endeavor. Project participants (Anderson, Chung, Hubbard, and Palmer) all devoted a great deal of time to identifying appropriate speakers, publicizing the seminars, registering participants, etc. Without previous experience in the mechanics of seminar organization, we nonetheless met the goal of putting on a successful series of well-attended and well-received programs.

E. Project Results

We successfully involved faculty in writing reports for the Academy and in obtaining approval of two departmental faculties for the proposed degree program in Export and Trade Studies. Our seminar series was very successful and we have had requests for more such meetings on trade-related topics. Graduate and undergraduate students attended and participated in the Academy's seminars and they reported to project directors that they had learned a great deal about the fields they plan to enter upon matriculation.

We sought regular outside evaluation of the project by professionals in the fields of Economics (Roehl) and Foreign Languages (Loughrin-Sacco and Grandin) whose reports may be found in the Appendix. Our first-year and final-year evaluations addressed our stated goals and their importance and were very positive.

Trade-related seminars can continue at EMU with a minimum of funding. We requested a dissemination grant for year three to distribute video tapes of seminars, but we were not funded. The major step we will take is seek state-level approval for the M.A. program, then funding for an FTE in Economics to hire a trade specialist,

then implement the degree program. The State of Michigan has recently cut many of its support services in the area of international trade; we are not yet sure of the future impact on the economic climate in the state.

F. Summary and Conclusions

The success of this project shows that two academic departments of differing natures can cooperate advantageously in the proper intellectual climate. Languages and Economics are not usually disciplines mentioned in the same breath when talking about academic cooperative alliances. We believe that the establishment of the EMU Export Academy demonstrates the efficacy, if not the need, for efforts which cross disciplines and bring them to focus on a common problem. The economists in this case willingly abandoned a penchant for theory to develop new courses and a new degree; the language faculty showed their willingness to revise courses to accomodate the needs of the new students who would enroll in the Export and Trade Studies Program.

G. Appendices

Same as those for Project Description

Body of Report

A. Project Overview

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D. Project Descriptions

General

Project members were John E. Anderson, Professor of Economics; Young-Iob Chung Head of the Department of Economics; John R. Hubbard, Head of the Department of Foreign Languages and Bilingual Studies; and Benjamin W. Palmer, Professor of French. Anderson took primary responsibility for developing the M.A. degree program in Export Economics and Palmer primary responsibility for coordinating activities of the project, revising foreign language courses, organizing export seminars, and corresponding with consultants and evaluators.

Palmer met with all six EMU instructors of business language courses offered in FLABS to inform them of the existence of the Export Academy and of the contemplated foreign language requirement in the M.A. program. Language instructors were questioned about admissions and language requirements for the M.A. and their counsel contributed to formulation of these requirements. Palmer ascertained that language instructors would benefit from a meeting with Anderson to hear directly about the new degree and to learn how they might change the

content or approach of their courses to emphasize exporting more effectively. In the Winter of 1991, the faculty approved the proposed M.A. in Export and Trade Studies.

Anderson developed the Masters Degree Program in Export and Trade Studies, a program which will provide its students with practical training in export economics and foreign languages. The aim of the degree program is to train students to be effective participants in global markets whether in business firms or in government agencies assisting business firms. To accomplish this goal, the program is designed with its significant components in economics, foreign languages, and contemporary studies in sociology, political science, business, and other fields. All course development was successfully carried out in 1990-91. Existing courses in both the Economics Department and the Foreign Languages and Bilingual Studies Department were reviewed and needed changes proposed and implemented. New courses needed to implement the program were developed in the Economics Department and were approved by the faculties of the two principal departments, the College of Arts and Sciences, and the MA proposal now is being reviewed at the University level. (See 1990 Annual Report for description of proposed degree and course outlines.)

Conference attendance under the auspices of the project resulted in tangible exposure of the Academy and participation by project members in important outreach activities. Palmer and Chung attended a conference at the University of Michigan Law School on US, Korean, and Taiwanese Trade Law in November. Palmer attended meetings of the French-American Chamber of Commerce (Detroit Chapter) which has invited the Academy to become a member. Palmer also attended the State of Michigan's World Trade Services (Department of Agriculture) meeting for businesses applying for state matching funds to increase export opportunities.

This meeting resulted in Palmer and Anderson being invited to serve on the Michigan Task Force on International Trade. Anderson was a member of the subcommittee studying the financing of exporting and Palmer served on the education subcommittee. The Task Force had as its goal the establishment of a World Trade Center in Detroit and it met throughout 1990.

International travel occured in both years of funding. Professor of French with a special interest in French for Business, Palmer traveled to France and Belgium from June 22 through July 13, 1990, with financial assistance from the government of France, the EMU Export Academy and the World College. Palmer was awarded a grant by the French government to participate in two intensive one-week seminars organized by the Chamber of Commerce and Industry of Paris in conjunction with the Ecole Commerciale de Paris. The first seminar treated various topics related to the European Economic Community such as France's role in the Community, the institutions of the Community, the Community's relationships with other nations and alignments, the prospects for a unified Europe ("1992"), and developments begun late in 1989 that have changed the face of Eastern Europe. The second seminar examined the current French economic scene, including lectures and presentations on industry, management training, the social security system, the mass media, banking, agriculture, and so forth. The participants took valuable field trips to lending institutions and a computer parts distribution warehouse to observe these businesses in action. Topics were presented by specialists from outside the Paris Chamber: government officials, noted professors, journalists, and authors. Approximately 30 professors of French, most of them teaching business French in their native countries, attended the seminars. Palmer utilized the knowledge and insights gained to enhance instruction in FRN 446-646 and FRN 447-647, courses in the LIT, LWB, MA in LIT, and Business French programs at EMU. Palmer visited

the Michigan Department of Commerce delegation in Brussels, Belgium, in order to promote the Export Academy and to visit EEC offices to learn more about their functioning. He also traveled to Strasbourg, France, for the purpose of visiting the headquarters of the European Parliament and to further study European institutions.

Hubbard traveled to the Republic of Germany in 1990 and 1991 to visit the original Export Academy and to establish contact with governmental and educational entities in East Germany. His visit to Rolf Pfeiffer led to the latter being invited to EMU to spend a month as a scholar in residence working with the EMU World College and the Export Academy in August and September, 1991. An agreement in principle has been reached on exchanging faculty and students and negotiations for a reciprocal Masters degree program with a concentration in Export and Trade Studies are currently under way.

In 1991, Chung traveled to Japan, Hong Kong, Taiwan and Korea to meet with government officials to discuss stategies for American access to East Asian markets. He also met with officials of universities in those countries to exchange views on the development of the Export Academy and to evaluate the possibilities for exchange programs. The primary purpose was to establish linkages for the future, particularly with respect to the organizing of further trade-related seminars. Chung succeeeded in identifying and receiving acceptance from a number of professionals willing to participate in future Export Academy endeavors.

One of our problems was that the state of Michigan has many organizations which purport to promote international trade, but there has been no focus of activity until recently. As we approached the seeking of information about past and present

programs designed to promote exports, we usually ended up after a day of telephoning with nothing more than a list of additional numbers to call and more state offices to contact. We believe that we have overcome this barrier with our membership on the Task Force. A second problem was marketing and publicizing our seminars. We had planned when writing the original proposal to use the marketing arm of the EMU Corporate Services Center, but this organization has encountered financial difficulties resulting in staff reductions and it appeared not to be in a position to help the Academy. Fortunately, Anderson's association as an economist for ICARD led to a partnership; ICARD has the experience in promoting and organizing seminars that we had hoped to find at the CSC. (See following section on Export Seminars). We decided to address the problem of a lack of direct contacts with business by asking a project member to assume a different role in year two, that of liaison. Hubbard played a key role in year two in disseminating the work of the Academy to the business community. Recently, the newly-elected governor of Michigan has completely reorganized the state's departments of Commerce and Agriculture, sharply reducing support personnel in the area of foreign trade and investment. These changes have created further confusion for the Export Academy because of the loss of people in the state capitol upon whom we depended to publicize our efforts.

Evaluation

In addition to the steps outlined in the original proposal, external evaluation of the project by a foreign-language professor occurred in year one. Professor Steven J. Loughrin-Sacco of Michigan Technological University spent one full day on campus with Palmer and Hubbard and he submitted his findings in a report. (Report submitted with first-year progress report.) Further external evaluation of the entire project by Professor Richard Roehl, an economist and Chair of the Department of Social Sciences at the University of Michigan-Dearborn took place in Fall, 1990. A

final outside consultant, Professor John Grandin, Professor of German, University of Rhode Island, visted EMU in April, 1991, and wrote an evaluation report on his findings.

Consultants' Reports

The Academy contracted with EMU faculty members to provide written reports on a variety of topics relating to its current and future activities All consultants furnished the Academy with their work by the end of Year 1 (August 1990). Copies of these papers were given to Project Officer in April 1991 and are not included herein. The reports will be used in the M.A. program and will be disseminated by the Academy.

E. L. Cerroni-Long
Lecturer
Department of Sociology andAnthropology
"Cultural Gates in International Trade (1990)"

Steven C. Hayworth
Associate Professor
Department of Economics
"Export Opportunities for Midwest Industry in East Asia"

James S. Magee
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Eija Maltasuo
Assistant Professor
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"Export Activity and Recent Developments in Europe"

Kemper Moreland
Associate Professor
Department of Economics
"The Educational Requirements of the Labor Force in Export-Related Industries"

Export Seminars

The Academy scheduled a series of seminars on topics related to exporting during both years of the project. We made a significant linkage with an existing agency to promote our seminars, the Institute for Community and Regional Development (ICARD), a public service unit of Eastern Michigan University established for the purpose of making expertise and capabilities of the University available to governement, community agencies, and businesses. ICARD has worked on numerous projects related to economic development, organizational management and environmental policy making. ICARD is housed at EMU with offices in the city of Ypsilanti and it assumed reponsibility for brochure printing, targeting area businesses on its mailing lists, coordinating mailing with the chambers of commerce of Ypsilanti, Ann Arbor, the Washtenaw (county) Development Council, and the Michigan Technological Council, reserving rooms, and staffing the seminar sites.

1990 Professor David Victor
Department of Management
Eastern Michigan University
"International Negotiations: Managing Cross-Cultural Differences"

1990 Professor Shohei Koike
Department of Foreign Languages and Bilingual Studies
Eastern Michigan University
"Cultural Sensitivity in Business Relations with Japan"

1990 Daniel Kazmer
Central Intelligence Agency, Senior Economist
Adjunct Professor of Russian Studies
Georgetown University
Washington, DC
"Export Potentials in Eastern European Markets"

1990 The Honorable Peter A. Beerwerth
Consul General of the Republic of Germany
Detroit, MIchigan
"The Impact of German Unification"

1991 Mr. William Gibson
Michigan International Business Development Center
Michigan State University
East Lansing, Michigan
"Getting the Facts on Exporting"

1991 The Honorable Anne Charles
Consul General of Canada
Consulate General of Canada
Detroit, Michigan
"New Opportunities for U.S. Firms in Canada"

1991 Ms. Hildegard A. Adkins
Old Kent Bank
1 Vendenberg Center
Grand Rapids, Michigan
"Banking and Financial Tools in Export Financing"

1991 Mr. Donald Keesee
PCRM Associates, Inc.
Birmingham, Michigan
"Risk Management in Export Financing"

1991 Stephen Guittard, Esquire
Clark, Klein & Beaumont
Honarary Consul General of France
Detroit, Michigan
"The Effects of the European 1992 Integration"

1991 Daniel Kazmer
Central Intelligence Agency, Senior Economist
Adjunct Professor of Russian Studies
Georgetown University
Washington, DC
"Prospects for Trade in Eastern Europe"

Rolf Pfeiffer, Director, Export Akademie
Baden-Wurttemburg
"German Success in Exporting and How the Export Akademie Trains Personnel for Business"

E. Project Results

We successfully involved faculty in writing reports for the Academy and in obtaining approval of two departmental faculties for the proposed degree program in Export and Trade Studies. Our seminar series was very successful and we have had requests for more such meetings on trade-related topics. Graduate and undergraduate students attended and participated in the Academy's seminars and they reported to project directors that they had learned a great deal about the fields they plan to enter upon matriculation.

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G. Appendices

Evaluation Reports: Loughrin-Sacco, Roehl, Grandin

Appendix

1. Evaluation Reports
   Loughrin-Sacco
   Roehl
   Grandin

2. M.A. Program in Export and Trade Studies

CONSULTANT'S REPORT ON EASTERN MICHIGAN UNIVERSITY'S GRANT ENTITLED "ESTABLISHMENT OF AN EMU EXPORT ACADEMY FOR CAREERS IN THE AMERICAN EXPORT INDUSTRY."

Dr. Steven J. Loughrin-Sacco
Assistant Professor of French
Michigan Technological University
April 2, 1990

Comments and recommendations:

EMU's proposed "Export Academy," funded by the U.S Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE), is an excellent opportunity for the university to serve its students and businesspeople from nearly 3,000 manufacturing firms located in Southeastern Michigan. The concept, which originated from Baden-Wuertenburg's model, will enhance EMU's Department of Foreign Languages and Bilingual Education's leadership role in language and international trade.

After examining the grant proposal, I have divided my comments and recommendations into three specific areas:

1. Marketing and advertising the "Export Academy" to its potential 3,000 member clientele;

2. Coordinating university-wide efforts in planning and implementing the "Export Academy" and;

3. Strengthening the foreign language and culture component of the project.

Marketing and advertising the Export Academy

I view the "Export Academy" as I view any product or service that requires proper marketing and advertising for success.

1A. EMU should begin its marketing and advertising campaign by contacting the *Detroit Free Press* for an interview. The *Detroit Free Press* would be eager to report the establishment of an "Export Academy" and the national recognition brought about by the $111, 294 U.S. Department of Education grant. The Associated Press article, which would provide free advertising for EMU, would announce the key components of the "Export Academy" to a readership that covers the whole state of Michigan, and parts of northern Ohio and Indiana. Consequently, many of the 3,000 Souteastern Michigan

manufacturing firms that EMU would target would become aware of the "Export Academy" long before receiving any brochures or phone calls.

1B. Despite the existence of a large clientele among the nearly 3,000 Michigan companies with export potential, the success of the "Export Academy" rests largely with the university's ability to locate these firms and establish an effective outreach program with them. EMU must locate the names, addresses, and phone numbers of these firms from the following sources: David Victor, The World College, The Michigan Department of Commerce, The Michigan Department of Agriculture, the Washtenaw and Wayne County Chambers of Commerce, and the Franco-Aamerican Chamber of Commerce. The names, addresses, and phone numbers of these firms should be stored in a easy-access data base within the Department of Foreign Languages and Bilingual Education for future reference.

1C. EMU should conduct a needs assessment to ensure that it will fully meet the informational needs of interested firms. It is a dangerous assumption for universities or businesses to devine the needs of its clients. Feedback from Michigan firms should weigh heavily in devising seminars and course work. Moreover, before seminars and course work are fully developed, the project director should familiarize himself with established or proposed international business programs at the University of Michigan and Wayne State University. Because needs assessments are costly and time-consuming, the project director should consult with David Victor of EMU concerning his work with Michigan companies.

1D. Once Michigan firms are located and their needs ascertained, EMU should embark on an advertising campaign to promote the "Export Academy's" seminars, language immersion courses, international economics courses, and foreign language and international trade offerings. The primary means of advertising might be a brochure detailing the services of the "Export Academy." These brochures sould be sent to Michigan firms on an annual basis. Radio spots and public service announcements on television (if free as they are in Houghton), and ads in appropriate daily newspapers and business publications are other suggestions for informing and attracting clientele.

Coordinating university-wide efforts

My greatest fear for the success of the "Export Academy" is the lack of cohesion among the academic units within the university. After discussions with the project director and the department head, it is evident that greater coordination is needed between the participating bodies or potential participants within the "Export Academy." These bodies include the

Department of Economics, the Department of Foreign Languages and Bilingual Education, the World College, and the EMU Corporate Center.

2A. My principal recommendation here entails intervention on the part of a high administration official such as the president or vice-president for academic affairs. Greater coordination might be attained by establishing an advisory committee or board of directors of the Export Academy. This unit could resemble the board of directors used in the University of Rhode Island's International Engineering Program. URI's board consists of university officials, professors, and representatives from industry. Under the direction of the president or vice-president of academic affairs, the board of directors would plan strategy, update its members on events pertaining to the Export Academy, and pool information. When problems arise concerning the Export Academy, they could be addressed by members representing the many academic units involved in international studies. The lack of closer coordination among academic units leads to inefficiency and repetition of effort that, in the end, threaten the success of the Export Academy.

Strengthening the foreign language and culture component

3A. Cultural sensitivity was named in the proposal as one of the three main components of the Export Academy. As I mentioned during my visit, I did not see cultural sensitivity treated directly anywhere within the proposed project. I would recommend that EMU insert a new course or courses in its undergraduate and graduate curriculum involving the study of intercultural communication. These one or two courses might be based on the courses taught at Michigan Tech (see my syllabus from my March 22 visit). Taught in English for students of all languages a course in intercultural communication would introduce students to the theory and practice of communication as it takes place across cultures. Subjects in the MTU intercultural communication courses include verbal and nonverbal communication, kinesics, proxemics, the study of cultural values, mores, and norms, ethnocentrism, stereotypes, crosscultural negotiations, and so on. The course could be taught by a member of the Department of Foreign Languages and Bilingual Education to a wide audience of students. A modified version of the intercultural communication course could be offered as a full-day seminar for business executives.

The seminar could focus on intercultural communication as it pertains to international business. To design the seminar (and perhaps teach it), I would recommend hiring Dr. Marietta Baba, an industrial anthropologist at Wayne State. Dr. Baba has both first-hand experience in industry as well as a background in cultural anthropology.

3B. Of particular interest to me is EMU's plan to offer language immersion courses to its business clientele. EMU, given its location and academic mission, has the unique opportunity to subplant Berlitz and other private language schools as the leader in language instruction for business executives. I would recommend that Eastern begin offering night courses tailored for businessmen and women. The course or courses would be scheduled two hours a night, two days a week during the course of a semester. In addition, EMU could offer an immersion weekend for businessmen and women to solidify foreign language instruction. The cost of these course would be a fraction of the cost of Berlitz courses. Furthermore, EMU instructors are much more qualified in language teaching for special purposes than Berlitz instructors. One last recommendation here: the language immersion courses should be taught **primarily at EMU** because of its proximity to business clientele. Summer courses in other areas of the state such as Traverse City are a good idea as long as these locations do not subplant EMU as the primary location for the language immersion courses.

Preparing for the May 25 deadline for reapplication of funds

To ensure that EMU receive its second year of funding, the university must show that it is honoring its commitment toward the creation of the Export Academy. Progress to date would not be sufficient, in my opinion, to merit additional funding. Try to accomplish the following before the May 25 deadline for reapplication of funds:

1. Secure the names and addresses of your potential business clients.

2. Secure a needs assessment of Southeastern Michigan companies from David Victor.

3. Publicize the Export Academy in the *Detroit Free Press*.

4. Revise your list of seminars to include other areas besides international economics. Intercultural communication is one example. Another might be the creation of a seminar involving political science and geography. As I mentioned Brad Baltensperger from MTU is devising a course entitled *Landscapes of Western Europe*. Joe Rallo from MTU has created several courses in international technology policy and comparative political systems that might interest business clients.

5. Pin down the six seminars that you are going to pioneer. Have your Economics colleagues secure consultants along with their letters of

commitment and seminar outlines. Be as detailed as possible in what you are planning to do.

6. Plan a session or sessions between your International Economics colleagues and Business Foreign Language instructors to revise the Language and International Trade courses as you specified in the first year of the grant. In the future, instructors should exchange textbooks, syllabi, and other course materials to keep abreast of each other's courses.

In conclusion, I believe that EMU, through the establishment of an Export Academy, has solidified its leadership role in the area of foreign language and international trade. The concept of an Export Academy, if well implemented and coordinated, could fulfill the expressed goal of increasing exports of Southeastern Michigan companies. A successful Export Academy could become the model for other areas of the United States.

Eastern Michigan University's Master's Degree Program in Export and Trade Studies

A Report

Submitted By:

Professor Richard Roehl
Department of Economics
University of Michigan - Dearborn

17 January 1991

The proposal to continue efforts toward the establishment of an Export Academy is, in general, very thorough and well conceived. This being the case, my job as consultant at this stage is quite a simple one. Accordingly, I will confine myself here to offering some observations regarding the conceptualization and implementation of the project, making some suggestions pertaining to out-reach efforts, and reporting some reactions to some points in the earlier external consultant report, from Professor Loughrin-Sacco.

The project is conceived as a variation on the highly successful and widely adopted original German prototype program, adapted to Eastern Michigan University's environment and constituencies. The adaptation is well executed and I detect no reason to believe that it will be anything other than completely successful in operation. When in place, the program will permit those enrolled in it to enhance their analytical and professional skills, enrich their cultural and geographic understanding, and acquire a foreign language proficiency. That combination, of course, ideally prepares individuals to compete and succeed in the increasingly international labor market and business world of the 1990's, and to become effective inter-cultural communicators.

The process of program implementation seems to be progressing in a timely fashion. Proposals for new courses necessitated by programmatic requirements have been developed, and are proceeding

through the University's system of review and approval, along with the degree proposal itself. Progress on this front appears to be smooth and steady.

With regard to out-reach, the suggestion made by Professor Loughrin-Sacco, that the Export Academy's visibility be heightened by means of "planted" stories in the Detroit Free Press (and the News as well) is well taken and ought to be pursued vigorously. Additionally, the metropolitan television channels' news departments should also be utilized. Given their marked interest in the local and state economic climate and prospects, the business editors (e.g., WDIV's Jennifer Moore) at the local network-affiliated stations would be the appropriate contacts.

The Export Seminars offered last year were an ideal vehicle for show-casing the ETS program, and the organization of a second series is clearly indicated. Moreover, this year's seminars should be exploited to realize their potential to have an even greater impact, by arranging that they be video-taped. In addition to the obvious benefits of having a permanent record, and their availability for a variety of constituencies, one or another of them could then also be played as a highlight for off-campus, on-site presentations designed to attract new participants into the program.

Professor Loughrin-Sacco also suggested that a needs assess-

ment be conducted and, noting the expense in time and dollars typically entailed in such undertakings, he identified a practical, "in-house" opportunity (section 1C). This suggestion was a useful and feasible one, and one which the Project Co-Directors have accepted and implemented.

Another recommendation (3A) from this same source was to strengthen the foreign language and culture component of the proposed program of study. Specifically, the consultant advocated the introduction of one or two additional courses, focused on cultural sensitivity. I confess to being unconverted on this particular recommendation. It seems to me that achieving heightened inter-cultural awareness and sensitivity ought to be a product of the program across the board; that objective should permeate the curriculum and be reinforced throughout the student's experience in the program. In my judgement, this should be the intention and the goal of the program's designers.

In conclusion, I find that Eastern Michigan University's project to establish an Export Academy, as embodied in the proposal to create a Program in Export and Trade Studies, admirably addresses the goal of the United States Department of Education's "Fund for the Improvement of Postsecondary Education" (FIPSE). Successful implementation of this program will represent a positive response and practical adaptation to the changing and increasingly international economic environment. It will represent a valuable

opportunity and asset for students and business people in the southeastern Michigan region, and can contribute most positively to the economic health and viability of that region.

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August 8, 1991

Professor John Hubbard
Professor Benjamin Palmer
Professor Young-Iob Chung
Department of Foreign Languages
Eastern Michigan University
Ypsilanti, Michigan 48197

Dear Colleagues,

I enclose a report regarding my recent visit to Ypsilanti and the Export Academy. I enjoyed the stay very much and would like to express my appreciation to you and your colleagues for your hospitality.

Please let me know if anything appears to be in error in my report, or if you think there are glaring omissions. I would like to think the report will be of some use to you as you plan for the future of the Academy.

Sincerely yours,

John M. Grandin
Professor of German

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Outside Evaluator's Report

Project: Establishment of an Export Academy for Careers in the American Export Industry

Evaluator: Dr. John M. Grandin, Professor of German, Director of International Engineering Program, University of Rhode Island

Date and Place of Visit: July 30-31, 1991, Campus of Eastern Michigan University

Itinerary of Visit: Interviews with Professors Benjamin Palmer and John Hubbard of the Department of Foreign Languages and Bilingual Studies, Professor Young-Iob Chung of the Economics Department, Ms. Cheryl Kozel of the EMU Office of Research Development, and Acting Associate Dean James Waltz of the College of Arts and Sciences; attendance at the Export Academy Seminar on "Legal Ramifications of European Economic Integration" held July 31 at the EMU Corporate Education Center.

I. Introduction

Eastern Michigan University has established itself as a leader in innovative international programming, for which the Export Academy project is one more fine example. More than a decade ago, the EMU foreign language faculty took the lead in bridging the gap between their own mission and that of the university's College of Business Administration. Its Language and International Trade Program became instantly successful and served as a prototype for several other similar programs in higher education throughout the country. Since then both bachelor and masters L&IT programs have emerged, as well as the BBA/BA model leading to double degrees in business and languages over five years. The current project, suppported by FIPSE, is a logical extension of EMU's prior efforts; it strengthens the institution's outreach to the international business community through a series of seminars on exporting and offers a new graduate degree program managed jointly by foreign language and economics faculty. A very positive working relationship has evolved between these two Arts and Sciences departments, which have utilized each other's expertises to serve both the needs of students seeking challenging international careers and those of the Michigan public and private sectors striving to stimulate business abroad.

II. Export Seminars

Based upon the model of the *Exportakademie* of Baden-Württemberg in Germany, the EMU Academy has pledged to provide expertise and assistance to the Michigan business community interested in exporting their goods and services. Such a plan is appropriate to the larger mission of Eastern Michigan University whose ICARD (Institute for Community and Regional Development) exists to make expertise from both within and outside the university available to appropriate private and public agencies and businesses. A primary goal during the two-year funding period was, therefore, to determine the precise needs of the business community, to plan and offer several seminars addressing these needs, to advertise the availabilty of the seminars, and to build the reputation for offering quality programs.

Based upon the reports of the earlier seminars and upon my observation of the seminar held on July 31, 1991, I would conclude that Professors Hubbard, Palmer and Chung have met their goals. The July 31 meeting on the implications of European unification was presented by a legal expert, who spoke in detail about the changes now taking place so rapidly. The seminar was well attended (approximately 25 persons) and well received, judging by the response in the question and answer session and the informal discussions after the close of the seminar.

III. Interdisciplinary Graduate Degree Program

The second challenge for the successful establishment of the EMU Export Academy has been the creation of a new Master of Arts Degree Program in Export Economics. As outlined in the first-year report to FIPSE, this is an interdisciplinary masters offered jointly by the foreign language and economics faculty. Students with a strong liberal arts degree, a minimum of a minor in French, Spanish, or German, and some background in business and economics will be attracted to this program. Unlike the traditional economics graduate program, this degree will provide practical training in language, culture, politics, geography, and the economics of foreign trade, with the intent of preparing students to work comfortably in the international marketplace.

Here again, the EMU faculty have made good progress toward their goal. As outlined in the report to FIPSE, the details of the new degree program have been worked out to the satisfaction of both departments and the dean. With full college approval, the degree program now awaits approval at the state level. Since the program in no way overlaps with other offerings within the state system, difficulties are not anticipated.

III. Institutionalization

The Michigan Export Academy is a worthy project which will serve as an excellent and replicable model at other universities. Its future success at Eastern Michigan University will depend, however, on both the continued commitment of the faculty involved and upon tangible support from the institution. The seminar series can generate additional support from fees and corporate contributions; it will not not become self-sustaining in the immediate future, however, and thus needs the support of the dean, the World College, and the central administration. Faculty have made it clear that the proposed masters degree will only be possible through the addition of a tenure track line in economics and an additional graduate assistant. I was pleased to hear from Acting Associate Dean Waltz that such support is likely.

IV. Conclusion

Once again the faculty of Eastern Michigan University have taken the lead in creative international programming. The Export Academy is a good idea and the time is right for it to be implemented. Michigan is unfortunately a good example of an economy now suffering from self-imposed geographical and cultural limitations. Business, therfore, can only benefit by both the services and future graduates provided by the Export Academy. With the potential of third year support from FIPSE and the help of committed EMU faculty and administrators, this program will continue to demonstrate that traditionally disparate elements of the university can collaborate effectively to serve the national educational needs.

New Degree Program Proposal

Masters Degree Program in Export and Trade Studies (ETS)

I. Description

A. Goals and Objectives

1. The intent of this interdisciplinary program is to provide applied training in export trade studies and foreign languages to business people in the community. The content of this degree program will include two major areas of study: export and trade studies, and foreign language studies.

   The economic content of the program will be less theoretical than the traditional M.A. in economics program. Rather, a greater emphasis on applied export and trade topics will be the focus so that students of the program receive more practical training directly applicable to trade and export business. The foreign language component of the program will be applied as well, similar to the language and trade M.A. program. Practical foreign language skills are essential to success in export and trade.

2. Our goal is to increase the export activity of the midwestern rust-belt region and especially that of southeastern Michigan, expanding the the economic base. This will provide economic growth and a more diversified economy, generating greater job opportunities and economic stability.

3. These goals are consonant with the goals of the business community and EMU. The Greater Detroit Chamber of Commerce, Washtenaw Development Council and numerous other local organizations all have activities directed toward expanding export activity. In addition, the State of Michigan is increasing its efforts to stimulate export activity through new cooperative arrangements between the Departments of Commerce and Agriculture. (Professors Ben Palmer and John Anderson have served on the Governor's Task Force for International Trade, assessing the educational needs of the state as it moves into the new global economy.) This M.A. program is designed to provide the necessary training for these activities. EMU's niche in higher education is to provide applied degree programs of this type.

B. Program

1. Required courses:

Economics Area (21 to 24 hours)

Existing Courses: (12 hours)

Econ 501 Macroeconomic Theory and Policy
Econ 502 Microeconomic Theory and Policy
Econ 508 International Trade (or Econ 580)
Econ 509 International Monetary Economics (or Econ 581)

New Courses: (9 to 12 hours)

Econ 535 Economics of Export and Trade
Econ 536 Global Trading Systems
Econ 537 International Trade with the Pacific Rim
Econ 638 Export and Trade Seminar

Language Area (at least 12 hours)

Existing Courses:

Students may use French, German, Japanese or Spanish to fulfill the foreign language requirement. They must elect at least 12 hours of graduate credit in that language area, six hours of which must be 600-level business language courses taken at EMU. English as a second language (ESL) cannot be used to fulfill the language requirements.

Cognate Area (0 to 3 hours)

Students may select up to three hours of graduate coursework in a cognate area with the approval of their graduate advisor. Suggested cognate areas include international business courses (accounting, management, or marketing), political science, or sociology.

2. Program of Study: see Appendix A.

3. New courses: see attached proposals in Appendix A.

4. Graduate level study will be assured in the program through several means. First, the required courses listed above are only open to graduate students. Second, the program includes a seminar course, Econ 638, which will require students to integrate their studies with current topics

presented by experts in the export and trade field. Third, a research component is included in the program where students are required to write a supervised research paper.

5. Emphasis on research will be incorporated through the research paper requirement of the program. Each student must write a research paper in consultation with a supervising faculty member. Both the supervising faculty member and a second faculty reader must approve of the research paper.

C. Admission

1. Admission requirements include:

   i. General requirement: undergraduate degree from an accredited college or university with an undergraduate GPA of at least 2.75.
   ii. Language requirement: Non-native speakers of French, German, Japanese or Spanish must posess at least a minor in that language with a grade point of 3.0 or the equivalent proficiency. Native speakers of a language may not elect that language without permission of the language section concerned.
   iii. Economics requirement: at least one course in economics and Math 104, or equivalent.

2. Conditional admission may be granted for students with defficiencies.

D. Projections

1. The ETS program will be initiated in academic year 1991-92. Admissions will be limited to a group of approximately ten incoming students in the fall of 1991. As the program becomes well established in subsequent years, total enrollment is expected to rise to approximately thirty students. Annual graduations are expected to be about ten.

2. Four new courses will be needed for the ETS program: Econ 535 Economics of Export and Trade, Econ 536 Global Trading Systems, Econ 537 International Trade with the Pacific Rim, and Econ 638 Export and Trade Seminar. Appendix A contains course proposals for these new courses.

3. As the ETS program becomes established and grows over the next five years, several new directions are possible. First, links with Export Growth Alliances-EGAs (local alliances of business and government leaders supported by the Michigan

Department of Commerce) or other such programs can provide opportunities for internships and coop experiences for ETS students. Second, the EMU Export Academy may play an important role in the development and direction of EGA's resulting in new synergistic relationships between the business community and the university. As a first step in this process, the Export Academy joined with ICARD and the Washtenaw Development Council in applying for a grant through the Michigan Department of Commerce to provide training in export and trade for business people. That grant was awarded, but recent state budget uncertainties leave the future of the program unclear. Third, the Export Academy and the ETS program will provide opportunities for reciprocal exchange of students and professors in an international context. As a first step in this process, representatives of the West German Export Academy and business community will be visiting EMU and southeastern Michigan firms in the spring of 1991. Plans are underway for a reciprocal trip taking EMU professors and Detroit area business people to Germany to investigate export opportunities. Such relationships will provide further opportunities for education and training.

II. Justification

A. The growth of a global economy has created a national demand for American managers and entrepreneurs who have the professional training, cultural sensitivity, geographical knowledge and functional language skills to compete successfully in world markets. The EMU Export Academy has been founded to serve small and medium size Michigan firms which require the above training and knowledge to enter exporting and to prepate graduates qualified to assume leadership roles in such firms. The creation of the Academy during the first year of funding from the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE), adds to EMU's already significant offerings in joint degree programs in foreign language and business. With the addition of an M.A. in Export and Trade Studies EMU will place itself at the forefront of business and academic alliances promoting international trade and particularly, U.S. exports.

Despite being the third leading volume exporter among U.S. states, Michigan has only 2,000 companies which currently export. Education and awareness are cited as lacking and the Export Academy has embarked on its mission to reach firms and change a somewhat narrow outlook into a global one. That goal will be achieved

through two vehicles: (a) provision of export-oriented seminars which will bring informal export training, cultural sensitivity, and international trade expertise to the business community and (b) an M.A. program in Export and Trade Studies which will provide training opportunities for formal training in a degree program setting.

This program will be the only one of its kind in the U.S. We have patterned the activity of the Export Academy after the very successful German Export Academy model. That model has two components: a seminar series and a degree program. In the first year of operation of the EMU Export Academy, 1990, a successful seminar series was launched. Three seminars on cross-cultural issues in trade, especially with the Japanese, and strategic planning in Eastern Europe attracted were provided. Response from the business community was strong. Attendees were from small and medium size firms in the southeast Michigan area, educators, and government officials (including a number from the Michigan Department of Commerce). The second year of the Academy's operation will double the number of seminars.

There is a clear need for the Export and Trade Studies program in Michigan in light of significant new trade opportunities with the Canadian Free Trade Agreement, Eupoean unification (Europe 1992), Eastern European openings, Pacific Rim trading opportunities, and many other world developments. The existing programs in Michigan do not adequately reach business people who want a combination of export, trade, and language studies. This program will fill that gap.

This proposal is supportive of the spirit of the Learning University initiative. The focus of the degree proposal is on providing practical educational experiences to assist southeastern Michigan business people in entering new international markets. The program is interdisciplinary, practical, and timed to respond to the need for increasing internationalization.

B. Related Programs in Michigan

1. EMU's M.A. program in Language and International Trade (LIT). The proposed masters degree program in Export and Trade Studies (ETS) differs from the LIT program in its heavier emphasis on economics. Both are interdisciplinary programs with language and trade components. The LIT program puts a relatively heavy emphasis on language compared to the trade component. The ETS degree program will

place heavier emphasis on economics. The two programs will appeal to two distinct student groups. A notable distinctive of the ETS program is the absense of the use of English as a second languge (ESL) to fulfill the language requirement. Students will be required to take French, German, Spanish, or Japanese to fulfill the requirement. Consequently, foreign students wishing to count their English studies will find the LIT program more appealing, while American students, especially those coming from the business community, will find the ETS program more suitable. We see the two programs as complementary, each providing a distinct emphasis, not as subsitutes for one another.

2. University of Michigan international business program: There is a Department of International Business through which MBA students at U of M can take courses which are taught from a "managerial and policy viewpoint, rather than taking a purely theoretical approach". There is no distinct degree program in international business, rather, [MBA] "students are advised to take from one to six electives in the field using the courses to reinforce their studies in functional business areas".[1]

III. Preparedness

A. Faculty: EMU is well prepared to mount this program given its excellent faculty resources in the area of international economics and foreign languages. Appendix A includes vitaes for the faculty members likely to participate in the ETS program. Additional faculty resources will be required, however, in order to implement the program. See section IV.-A.

B. Library resources to support this program are certainly not adequate currently, yet our existing programs in Language and Trade, Economics, Applied Economics, and Development, Trade and Planning, are able to function despite this limitation. Given the University's plans to expend additional resources to improve this situation, we are confident that this limitation will be removed in the near future.

C. No additional physical facilities are needed to implement the ETS program.

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1 Source: *The Michigan MBA*, Michigan Business School, University of Michigan, page 52.

D. Supportive courses, faculty, and equipment necessary to complement the ETS program are available.

E. EMU Undergraduate programs in related areas are well established.

1. Economics (ECON)
   Majors: 100

2. Language and International Trade (LIT)
   Majors: 170

3. Language and World Business (LWB)
   Majors: 70

4. Business Administration (BA)
   Majors: 4,000

IV. Program Costs

A. Faculty and support staff:

In order to implement the ETS program an additional 1.5 FTEF will be needed. The Economics Department will need 1.25 FTEF to (a) provide the four new economics courses required in the program, (b) teach additional sections of existing courses which are required in the program, and (c) administer the program. The Foreign Language and Bilingual Studies Department will need .25 FTEF in order to teach additional sections of the required business language courses in French, German, Spanish and Japanese areas. No additional non-faculty staff will be required.

The total cost of an additional 1.5 FTEF will be approximately $60,000 for salary plus $10,800 (18%) for fringe benefits.

The ETS degree program cannot be implemented without such support.

B. Space and Facilities

1. Office space: The ETS program can be implemented with existing space in the Departments of Economics and Foreign Language and Bilingual Studies.

2. Facilities: No additional facilities will be required.

C. Equipment

No new equipment will be needed to implement this program.

D. Assistantships/Fellowships

Two additional graduate assistantships will be needed to support implementation of this program. Those assistantships will cost $8,000.

E. Library resources

Current library holdings are inadequate, especially in international scholarly journals and periodicals. In order to implement this program, at least two new journals or periodicals should be added. Assuming an annual cost of $300 per journal, two new journals will require $600 per year.

F. Other costs

Supplies and materials: $1,000 per year.

G. Total financial resources needed

Total cost to implement ETS progam: $72,400 per year.

V. Plans for Evaluation

The M.A. in Export and Trade Studies will be formally evaluated after the first and third years of implementation. To do so we will ask experts in the field of international trade economics and foreign languages to write evaluative reports on the program. These experts will be drawn from outside EMU to provide objective views.

Appendix A

Program of Study
and
New Course Proposals

Program of Study

Year One		Year Two	
Fall	Winter	Fall	Winter
Econ 501	Econ 508	Econ 535	Econ 536
Econ 502	Econ 509	Elective	Econ 638
Language course	Language course	Language course	Language course

Appendix B

Faculty Vitaes